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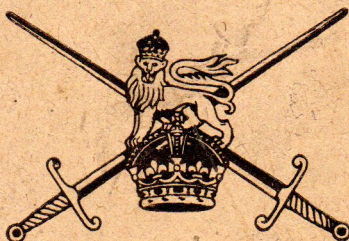
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SCHOOL OF INFANTRY

**NOTES FOR OFFICERS
AND NCOs ON
METHOD OF INSTRUCTION**

1946



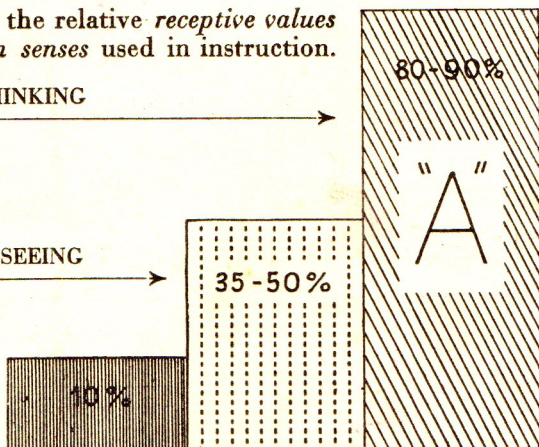
A KNOWLEDGE OF THE PRINCIPLES BEHIND GOOD INSTRUCTION IS ESSENTIAL

This shows the relative *receptive values* of the *main senses* used in instruction.

DOING + THINKING

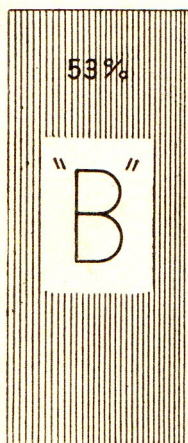
HEARING + SEEING

HEARING
ONLY



BUT — THIS HAPPENS!

An analysis of the average Army instruction seen in UK, CMF, MEF, etc., a short time ago.



EXPLANATION

(i.e. Talking)

DEMONSTRATION

(i.e. Hearing + Seeing)

Imit 6 1/2%

Prac 9 1/2%

IMIT & PRAC

(i.e. Doing + Thinking)

"YOU MUST BE AN 'A' TYPE INSTRUCTOR, NOT A 'B' "

THE OBJECT

Don't be led astray from the object, which is, peace or war:—

BATTLE PURPOSE

FACTS AND SKILLS

All instruction falls either into teaching *FACTS*,—

(examples:—“the meaning of contours on a map”
“how long the fuze of 36 grenade
burns”)

or *SKILLS*.

(examples:—Anything which is *DONE* with the hands
or body. “Bren—immediate action”.)

THEY REQUIRE DIFFERENT TREATMENT IN TEACHING

In teaching *FACTS*

You will have to use a good deal of *EYE* and *EAR*.

In teaching *SKILLS*

Use the maximum of *TOUCH* (*i.e.* actual handling)

Use the *minimum* of *EYE* and *EAR*

Do not ask questions; make men *DO* the action.

Most lessons include both Facts and Skills.

THE THREE GOLDEN RULES OF INSTRUCTION

1. USE AS MANY OF THE SENSES AS POSSIBLE

but remember.....DOING + THINKING = BEST

HEARING + SEEING = FAIR

HEARING ONLY = WORST

(See chart on page 1).

2. MAKE THEM USE THEIR BRAINS

PLAN IN ADVANCE FOR MEN-
TAL ACTIVITY AND USE—

“Questions” “Quizzes” “Tests”

“Discussions”—AT THE RIGHT
TIME.

3. CONFIRM INSTRUCTION BY STAGES

TEST BEFORE YOU START

TEST BY STAGES DURING
INSTRUCTION

TEST AGAIN AT THE END

PREPARE to TEACH

Lessons require a plan.

This is the framework:—

1. FACTS OR SKILLS?

2. OBJECT

The real BATTLE PURPOSE of the lesson.

HOW MUCH to teach? (How much of the subject matter should be put in each period?)

3. BEFOREHAND

Teaching time and number of periods allowed for lesson.

Size and Position of the Squad.

Kit (not only what you must have, but what you CAN have).

Stagger periods so that maximum number of weapons can be used.

Ground (Is anyone else using it? If it is a lecture room, how about the key, lighting, seating, etc?).

4. REVISION

Talking, or Doing? (DO, where possible.)

5. APPROACH

INTERESTING (A battle story, if you know one).

TO THE POINT (Focus the squad's mind on the subject).

6. STAGES

Sift the subject matter. Choose your stages of.....

Showing,
Asking,
Doing,
Confirming.

The right sequence is the sequence most easily learned by the squad. It may vary owing to weather, previous work, or the kind of squad.

7. SUM UP (The final five minutes).

THE DRILL FOR ENDING LESSONS.....

1. LESSONS in which we teach *FACTS*.

5 minutes before the end:—

- (a) Any questions?
- (b) "I'll ask you some"
- (c) Pack up kit
- (d) 4 or 5 main points of lesson
("Pegs to hang their hats on")
- (e) FALL OUT.

2. LESSONS in which we teach *HANDLING or SKILLS*.

5 minutes before the end:—

- (a) Any questions?
- (b) Final PRACTICE of vital points
- (c) Pack up kit
- (d) Summary of the Man's ACHIEVEMENT
- (e) FALL OUT.

NOTES:—

- (i) DON'T WAFFLE; (d) in both cases should take only half a minute.
- (ii) The Supervising Officer should blow a whistle 5 minutes before the end of every period.

AIDS TO INSTRUCTION

THE LECTURE

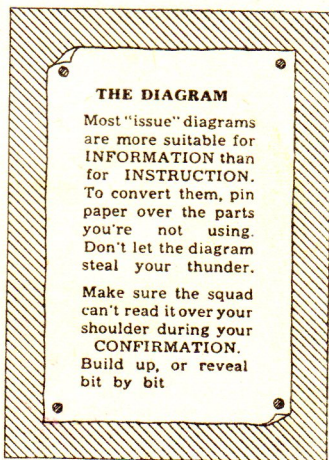
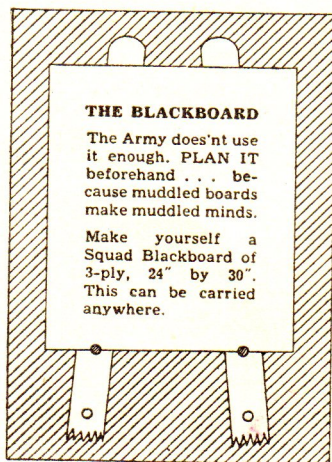
No instructor should talk for more than 6 minutes at a stretch, without using some VISUAL AIDS. The old type of straight—straight to sleep—lecture is a crime under A.A. Sec 40. The Lecture, often, is the lazy instructor's substitute for a model demonstration. So.....

USE VISUAL AIDS

BEFORE THE LESSON—(to break ground)

The PROGRAMME on the barrack room wall can create INTEREST in lessons that are to come. No interest is likely to be aroused in the man by such symbols as "R. 1", "LMG 8" although these are essential for the instructor. A more personal touch, such as:— "YOUR RIFLE and how to CLEAN IT" and "WHAT TO DO if the GUN STOPS", would have a greater appeal.

DURING THE LESSON—(to make clear)



AFTER THE LESSON—(to sum up)

A CLEAR visual SUMMARY, showing the MAIN POINTS of the lesson, and the points most likely to be forgotten, should be displayed at the end of the lesson.

“Issue” posters often make good VISUAL SUMMARIES (e.g. after Rifle lesson 1—the poster, “HIS RIFLE will fire—will YOURS?”).

To make such posters “mobile”, paste them on to hessian with target paste. Then you can show them in the RIGHT NUMBERS, at the RIGHT TIME, and in the RIGHT PLACE.

THE EYE records much more permanently and accurately than THE EAR.
--

Don't talk to the black board when writing on it; wait and then talk to the class.

Test your visual aids from the back row.

IMPROVE YOUR QUESTION TECHNIQUE

WHEN to Question

Questions can be used to:—

REVISE OR CONFIRM—question on FACTS, *NOT*
on SKILLS.

APPROACH —in subjects like ABCA,
Map Reading, etc.

TEACH —where reasoning can be
used..... *e.g.* in mechan-
ism (but use sparingly).

QUESTIONS SHOULD:—

1. Be to the Squad.....then to the MAN.
2. BE CLEAR.
3. Be concerned with the LESSON.

QUESTIONS SHOULD NOT:—

4. Be “50:50” questions
(*i.e.* 1 of 2 alternatives for the answer).
5. Test a man’s power of EXPRESSION
(*i.e.* NEVER question on a SKILL).

Examples:—

How do you fill a charger? BAD. (see 5)

Is the 36 grenade 4-second fuze, white or buff?
BAD. (see 4)

What is the weight of a pull through?
BAD. (see 3)

Jones, what is the first rule of aiming?
BAD. (see 1)

MISCELLANEOUS TIPS

Don't bore trained soldiers with basic lessons.....
use Progressive W.T.

Interest is maintained chiefly by REALISM and the use
of COMPETITION.

A little praise and encouragement go a long way.

Use the "squad blackboard"(3-ply, 24" x 18").

Colour is worth 20% extra, in diagrams and charts.

Use the "squad blackboard" as a competition score,
register out of doors.

Always have a large blackboard on the range, to put up
scores.

"Mere prattle.....is all his soldiership" (Shakespeare)

"A picture is worth a thousand words" (Confucius)

"What we're going on with now..." (Traditional)

"Jobs are learned by HAND and EYE,

Men who HEAR, forget and die". (Doggerel, but true)

Prepared by The Infantry Method of Instruction Team.

School of Infantry. Warminster.

HOW DO YOU MEASURE UP?

Appendix "A"

Name.....Pl.....

Lesson

DID THE INSTRUCTOR . . .

	O	1. Know the object, and go for it without digressing?	Yes (+2)	On the whole, yes (+1)	50/50 (0)	On the whole, no (-1)	No (-2)	Remarks
O for Object								
P " Preparation	P	2. Arrange for sufficient kit, and a suitable locality.						
T " Transmission		3. Have diagrams, and training aids, for use where necessary?						
R " Reception		4. Treat the class with a soldierly, firm, and friendly manner?						
A " Assimilation	T	5. Have a good lesson lay-out, with brief, clear, explanations and demonstrations?						

DID THE CLASS . . .

	R	6. Have confidence in the instructor, and become really interested?						
		7. Have sound and sufficient practise?						
A		8. Reach the standard of knowledge or skill required by the lesson?						
			+Total.....				-Total.....	

Suggestions for improvement: -

Sum Total

Date..... Assessor

LECTURETTES

The usual method of conducting lecturettes in Army instruction is for the student to be called upon to talk for 10 minutes on some subject, which he has either prepared in advance, or has "drawn out of the hat" shortly beforehand.

This method achieves nothing, except a test of confidence in public speaking; and is, at the same time, an encouragement to him to break one of the most important principles of instruction, namely... "AVOID USING THE SENSE OF *HEARING* ONLY IN INSTRUCTION."

In place of this, the following procedure is recommended:—

- (i) the student will be allotted one subject only and one in which he will be likely to give instruction on return to his unit;
- (ii) He will work out and describe,
 - (a) the full organisation for giving this instruction (incl. full list of stores);
 - (b) the salient points of the subject to be covered;
 - (c) the visual aids which he will use;
 - (d) a list of questions he proposes to ask during the lecture and at the end.

This procedure not only enables the platoon commanders to test the confidence in speaking of their students, but also their knowledge of instructional technique and lesson planning.

Appendix "C"

TRAINING FILMS

(Note:—This applies ONLY to a factual film; *i.e.* in which detail or a technique has to be learnt,—and NOT to a background film, such as "The Way Ahead" or "Next of Kin".)

PROCEDURE RECOMMENDED

1. The film must be pre-viewed by the instructor and split up into suitable and logical sections of say 10—15 mins each.
2. Explain to the class the object of the film.
3. Give out 2 or 3 questions to be answered after the first section.
4. Show the first section. Stop.
5. Lights up. Get answers to questions and discuss.
6. Continue as above with remaining sections.
7. Show film second time silently right through, with the instructor commenting on chief lessons (sound track can easily be silenced when he speaks).

RESULTS

After 3 days, a Platoon was given a knowledge test. It was found that 86% of the instruction had been remembered by this method, as opposed to only 28% by the old method of showing the film right through.

NOTE: A coloured light signal at the projector, worked with two torch bulbs, (blue and red) and two buttons on the instructors table is a useful way of controlling the film.

Appendix "D"

EXAMPLE OF THE "SANDWICH" LECTURE

An introduction on the Infantry, given to recruits.

Introduction (Film Flash).	Extract from the film "Desert Victory" or "Burma Victory", showing Infantry in the attack.	5 mins
Short talk by Instructor.	The Infantry in ME, Burma and NW Europe (including some of Field Marshal Montgomery's remarks).	6 mins
Weapons.	Epidiascope. Photographs of the standard types of weapons with a commentary by the Instructor.	10 mins
Organisation.	Pln, Coy, and Bn shown by coloured drops.	8 mins
Various tasks of the Infantryman.	Explained by the Instructor.	8 mins
Conclusions.	Poster with headings as under:— Fitness and Alertness. Skill at Arms. Able to use Ground and Cover. Cunning.	3 mins
Quiz paper.		5 mins

